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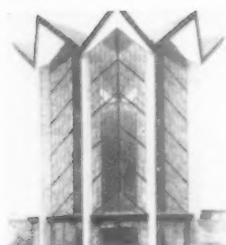
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To help promising students and privately-financed liberal arts colleges, we and many other companies give financial aid in various ways. Standard Oil, for example, has made funds available which provide for 34 graduate fellowships and undergraduate scholarships in science and engineering. The educational institutions select those who receive the awards. Four-year scholarships awarded through the National Merit Scholarship Corporation also are included in the program. Supplementary grants are made to schools chosen by the Merit Scholarship winners.

In addition, Standard Oil has made funds available from which \$175,000 is paid yearly, through the State Associations of Colleges, to aid privately-financed liberal arts colleges in the Midwest and Rocky Mountain areas.

At Standard Oil, where so much of our planning concerns the future, we believe there are few things more vital to America's security than a well-educated public. And we think that industry should back up such beliefs with substantial aid to colleges and students.

### What Makes A Company A Good Citizen?

For one thing—the way it looks ahead, for the good of all. In years to come, America will gain strength and security through the combined efforts of business and colleges today in making higher education available to more people.



James A. Neuchterlein, 22, a senior at Indiana's Valparaiso University, is typical of the young Americans who hold scholarships awarded by American business. Majoring in history and government, he is editor-in-chief of the student newspaper, the Torch. (Top) New, modern buildings like the impressive chapel above are rising on the campus of this 100-year-old university.



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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLVI, NO. 9

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## THE COVER

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## MT. GROVE PAYS TRIBUTE TO MRS. JERRY NEWTON

Mrs. Jerry Newton, English teacher at Mountain Grove High School, was recognized for her 25 years of service in Mountain Grove public schools March 7 with a banquet in the high school cafeteria.

## Important ★ EVENTS

### MAY

- 7 Missouri Association Childhood Education State Conference, Jefferson City, May 7, 1960.
- 7 Special Education State Meeting, Fulton, May 7, 1960.
- 7 Missouri Association of Health, Physical Education and Recreation spring meeting, Holiday House, Lake of the Ozarks, May 7-8, 1960.

### JUNE

- 13 World Understanding Workshop, Central Missouri State College, Warrensburg, June 13-August 4, 1960.
- 20 Missouri Association School Administrators Summer Workshop, Columbia, June 20-21, 1960.
- 26 National Education Association Annual Convention, Los Angeles, California, June 26-July 1, 1960.
- 27 Elementary Education Conference, University of Missouri, Columbia, June 27-July 1, 1960.
- 28 American Home Economics Association meeting, Denver, Colorado, June 28-July 1, 1960.

### AUGUST

- 8 MSTA — NEA Conference for Community Teachers Association Leaders, Bunker Hill Ranch Resort, August 8-12, 1960.
- 16 Missouri Homemaking Teachers Association annual meeting, Missouri Hotel, Jefferson City, August 16-18, 1960.

### SEPTEMBER

- 29 Missouri Adult Education Association, University of Missouri, Sept. 29-30, 1960.

### OCTOBER

- 10 Missouri School Boards Association meeting, Columbia, October 10-11, 1960.
- 20 Missouri Association for Supervision and Curriculum Development, University of Missouri, Oct. 20-21, 1960.

### NOVEMBER

- 2 Missouri State Teachers Association Annual Convention, Kansas City, Nov. 2-4, 1960.

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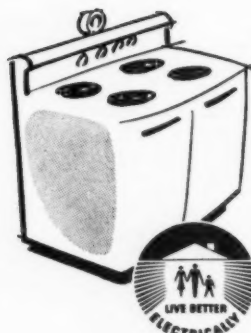
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## WEBSTER GROVES PRESENTS RECRUITMENT PROGRAM

Inaugurated three years ago as an experiment in teacher recruitment, the Webster Groves Association of Classroom Teachers now classifies as "highly successful" its unique FTA program to which students contemplating teaching as a career are invited. This year, Richard D. Batchelder, president of the NEA Department of Classroom Teachers delivered the dinner address, "It's a Great Time to Teach," which climaxed the five-hour program. The Board of Education of the Webster Groves school district co-sponsored the affair.

Beginning with a coke session after school, sixty students, as honored guests, were treated to a many-faceted overview of career teaching as they listened to speeches by administrators and teachers, viewed a film, and took an entertaining look at the "Ups and Downs of Teaching" via a humorous skit.

Dr. Herbert W. Schooling, superintendent of schools, opened the afternoon session with a discussion of the qualities for which a prospective teacher might examine himself—seriousness of purpose, intellectual capacity, and a sense of humor.

Dr. Joseph R. Verby, assistant high school principal, gave a resume of the academic requirements and training involved in producing a "good" teacher; and Buena Stolberg, president-elect of the NEA Department of Classroom Teachers, outlined the way to professional growth indicating that teachers should identify themselves with local, state, and national educational organizations.

Other speakers included Albert J. O'Brien, school board president; James T. Hixson, former high school principal and veteran teacher—he admitted to starting his career sixty-five years ago; and teachers from the elementary and junior high schools who responded to "Why Did I Choose Teaching?" with a number of warm, personal observations and experiences both humorous and serious.

Students were delighted with the skit featuring impressions from a busy day behind a teacher's desk. A group of teachers enacted the "dramatic" roles.

A number of rollicking parodies of "school" songs livened the in-between-courses portion of the dinner during which officers of the FTA were introduced. Students were called to the microphone to comment briefly (and in many instances, did so wittily) on "The Teacher Who Inspired Me Most." Other "extras" included individual souvenirs donated by business firms and traditional apple-for-the-teacher apples for all.

"I never saw teaching quite that way before," sparked one of the youngsters, "so inspiring... and so much fun!"—by Yvonne H. Lanagan, English and Journalism, Webster Groves High School

# The University of Missouri Announces THE 1960 SUMMER SESSION

June 13 — August 5

The Summer Session is an integral part of the total program of the University of Missouri. It will include approximately 750 courses for credit in addition to workshops, conferences, institutes, clinics, demonstrations, lectures, and organized recreational activities.

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## HIGHER EDUCATION GROUP TO MEET NOV. 3

The Board of Control of the Division of Higher Education at its meeting in Columbia, March 24, decided there would be no spring meeting. Greater emphasis is to be placed on a good program next November 3, during the MSTa meeting, according to Dr. Warren C. Lovinger of Warrensburg.

## St. Louis Suburban District Plans to Erect Building

Teachers of the St. Louis Suburban District of the MSTa are engaged in a unique project. This involves the purchase of "Professional Advancement Shares" by the members with the proceeds to be used to construct a headquarters office building for the Association.

Shares, in denominations of \$10 and \$25, are issued without interest and with a guarantee of repayment at the end of 10 years or when the holder dies, retires or ceases to teach in the district.

The need for a building designed specifically for the needs of the Association has long been felt. Several existing buildings have been considered, but the Executive Committee of the Association decided that a new building, designed specifically with the needs of the Association in mind, would be most practical. Options were taken on property at Lindbergh Boulevard and New Olive Street Road. The property occupies a commanding location at that site and a well designed building will be a good advertisement for the profession.

Response of the members to this voluntary project has been highly gratifying. Nearly \$47,000 has been received in cash and pledges. Indications are that the full goal of \$53,000 will be reached. More than 3,900 teachers have purchased a \$10 or \$25 share.

Only one other urban teachers association in the United States owns its own building. (Pasadena, Calif.) This is the first time that any such association has undertaken to construct its own building. The unique feature of the plan is the non-interest bearing shares. This makes it possible for the entire amount to be repaid from yearly dues now being spent on rent.

The plan is to spend approximately \$60,000 on the entire project, including invested funds of the Association. The building will include a large reception area, three offices, printing and mailing room, conference room, seating 40, rest rooms, utility room, etc., on the main floor. A second, ground level, floor will be designed as a large conference room, seating approximately 100. Present plans call for contracts to be let by June 1, with occupancy scheduled for early fall.

## Examination

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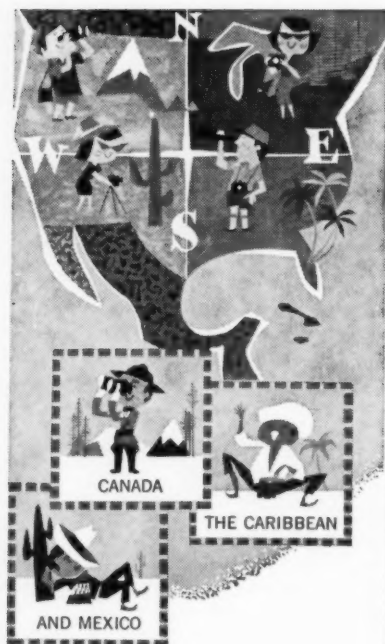
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## W. VIRGINIA WOMAN 'TEACHER OF YEAR'

Mrs. Hazel Davenport, a teacher in West Virginia's Raleigh County for 30 years, was named "America's Teacher of the Year for 1960," April 16 by McCall's Magazine, the U. S. Office of Education and the Council of Chief State School Officers.

Mrs. Davenport, whose home is in Beckley, W. Va., has spent all but three years of her 33 years of teaching experience in first grade classrooms. More than 1,200 boys and girls have been introduced to formal education in her classrooms.

The 52-year-old teacher spent 24 years in night classes and summer school to further her own education. She was named West Virginia's teacher of the year in 1958.

## ENGLISH TEACHERS PLAN JUNE WORKSHOP

Missouri English Teachers will have an opportunity to hear three nationally-known English educators at a workshop, June 13-17, at Northeast Missouri State Teachers College, Kirksville. The theme of the workshop will stress teaching reading, writing, speaking and listening in a unified program. This workshop will particularly stress the approach to teaching advocated by the National Council of Teachers of English and the new Missouri course of study in English. Director of the workshop will be Dr. Georgia Clifton. Berniece Biggs and Agnes Slemmons will assist.

Guest consultants will be Dr. Robert Pooley, University of Wisconsin, nationally known for his studies in the area of English grammar and usage. Dr. Pooley's most recent book is "Teaching English Grammar," Appleton-Century-Crofts, Inc., New York, N. Y. Dr. Geneva Hanna, University of Texas, will also speak. Dr. Hanna is the author of "Books, Young People and Reading Guidance," Harper and Brothers, New York, N. Y. A third speaker will be Elizabeth Berry, Junior College of Kansas City, Mo. Dr. Berry is the author of a widely used English methods book, "Guiding Students in the English Class," Appleton-Century-Crofts, Inc., New York, N. Y. All three guest consultants are prominent in the activities of the National Council of Teachers of English. Dr. Berry was recently appointed a Special Public Relations Representative for that organization. In addition to the regular workshop activities, Dr. Berry will conduct a cracker-barrel session for one hour each morning for English teachers who wish to discuss special problems. The college also plans a display of all of the latest materials and books useful in improving the English program.

Additional information may be obtained by writing Dr. Georgia Clifton, Associate Professor of English, Northeast Missouri State Teachers College, Kirksville.

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## ***SWEEPING CHANGES IN TEACHER CERTIFICATION***

***Simplified Plan calls for reducing from  
30 to 10 the types of certificates to be  
issued.***

FOR the past 12 years, the Certification Section of the State Department of Education has had to be rather meticulous in the evaluation of college transcripts for the purpose of issuing teaching certificates. This was necessitated by the fact that many teachers were teaching in the elementary and secondary schools of Missouri without proper certification or even without holding any certification at all. Twelve years ago, several thousands of teachers had not completed the baccalaureate degree and over 800 teachers teaching in the rural schools had no college credit whatever.

At the present time, only 12 to 13 per cent of the total teachers of Missouri do not hold the baccalaureate degree and most of these teachers are only a few semester hours short of this four-year preparation.

Through action of the Missouri General Assembly, the teacher preparation allotment under the Foundation Program will not apply to teachers with less than 120 hours after July 1, 1961. Announcement has been made by the State Board of Education, therefore, that *the minimum requirement for certification of all new teachers for teaching in any type school, beginning with the school year in July, 1961, will be the baccalaureate degree.*

The National Council for Ac-

creditation of Teacher Education (NCATE) has been active for a sufficient length of time that many colleges and universities desiring accreditation by this agency have been evaluated and either approved or rejected. Since colleges and universities accredited by this agency are identified as having satisfactory programs for the training of teachers, and since a great number of colleges and universities in Missouri and in surrounding states (the "fringe" area) are now accredited by this agency (NCATE), it is no longer necessary that the State Department of Education require such a specific pattern for the training of teachers. Neither is it necessary that transcripts from NCATE schools be evaluated by the State Department of Education because teacher education graduates of such schools will have completed a satisfactory pattern of teacher training.

Effective July 1, 1961 the following tentative policies and procedures will, therefore, become operative. The purpose is to facilitate the certification of teachers both from the viewpoint of the teacher and the State Department of Education.

1. Approximately 40 NCATE approved colleges and universities, both in Missouri and in nearby states, will be designated as "recommending colleges." (This number will vary be-

cause of colleges being added to or dropped from the NCATE approved list.) These institutions will recommend teachers for certification to the State Department of Education—whereupon the State Department of Education will issue teaching certificates without evaluating the transcripts and listing deficiencies. Each year approximately 6,500 applications will fall in this category.

2. The State Department of Education will continue to receive applications, review transcripts and issue certificates to those eligible, from all "non-recommending colleges" within the state or elsewhere. When graduates of these institutions have completed the teacher education requirements, they will be issued life certificates. Others may qualify for two-year certificates. Approximately 3,500 per year are involved.

3. All elementary and secondary teachers whose certificates (of any renewable type) expire on June 30, 1960, will immediately be issued a *one year* extension without renewal credits and without their request. This will allow such teachers an additional year of time to select a home base college and to make definite plans to fit into the new certification procedure. (Persons whose certificates expire on June 30, 1961 or thereafter, will *not* be granted such an extension of time.)

4. The number and kinds of certificates will be greatly reduced. Only two-year and life certificates will be issued.

5. Slight changes will be made in minimum certification standards. Several specific subject or course requirements will be eliminated, leaving more discretion to the recommending colleges. Professional education requirements will be changed from 18 to 20 semester hours both for elementary and secondary teaching. Secondary mathematics and foreign language minimums will be 24 semester hours as in all other subject matter areas. (Eighteen semester hours of a foreign language, plus two high school units of the same language will qualify, also.) For elementary certification, a subject matter course in mathematics

will be required in addition to the customary methods course in the teaching of arithmetic. Also for elementary teachers the "Teaching of Reading" or "Teaching of Language Arts" will be a required Special Techniques course.

6. Teachers holding permanent elementary or secondary certificates will be issued extended certificates for teaching junior high subjects (grades 7, 8 and 9) on the basis of a statement by the recommending college that the necessary requirements (15 semester hours) have been met. Likewise, teachers holding certification in one subject matter area may be granted certification in another area on the basis of a statement from the recommending college that the necessary requirements have been met.

7. The practice of issuing "special approval" certificates for the purpose of approving secondary teachers to teach in fields for which they are not properly qualified will be discontinued. The district superintendent, when and if he decides he must make such assignments, will list these teachers on a special blank to be submitted with the classification report. Any assignment of such teachers in fields wherein they are not fully qualified and certificated will be the responsibility of the superintendent of schools. His deterrent from the State Department of Education will be a re-study of his school's classification. All teachers given such assignments by the superintendent of schools must already hold either a valid teaching certificate for some other secondary teaching area or a valid elementary certificate.

8. All elementary and secondary teachers and prospective teachers not fully qualified or desiring to further qualify in additional areas or on another level, will be requested to establish a "home base college." Although the State Department of Education will issue the teaching certificate, it will be the responsibility of the teacher to work with his "home base college" which will advise him as to requirements needed for full certification in his field.

9. Only official statements bearing the proper signatures and seal of the college will be accepted by the State Department of Education. Even from non-recommending colleges, such items as course cards, grade slips, etc., will no longer be acceptable.

10. Holders of the A.B. Degree, or some similar non-teaching degree, will contact their home base college for completing application for a teaching certificate. It is not assumed that such persons will be required to complete another degree but it is likely that many will need to gain additional credit before even a two-year certificate can be granted.

11. All persons presently holding five-year certificates and being required only to teach three years for permanent certification, will immediately be issued life certificates—by the State Department of Education and without their request.

12. None of the changed procedures will apply retroactively to persons now holding permanent certificates. Renewal credits for all teachers attending recommending colleges will be reported by the recommending colleges to the State Department of Education in terms of total approved hours only. Specific courses will not be reported because all such teachers will be working (1) *toward the degree of the college* or (2) *toward permanent certification* as recommended by the college. Persons attending non-recommending colleges will be provided deficiency sheets by the State Department of Education as usual and the completion of the customary renewal credits or courses will be reported to the State Department of Education by the college.

13. Since many teachers may have earned renewal credits during 1959 to renew a certificate which expires in 1960, any credits earned after January 1, 1958 may be used for the renewal of any certificate expiring not later than July 1, 1961. The cases of a few non-degree teachers falling in this category may have to be handled directly by the State Department of Education because any

previous commitments to such teachers will need to be honored.

14. Persons who hold teaching certificates which expire July 1, 1961, may renew them for two years by either of the following methods: (a) by earning college credit which meets the standards listed on the deficiency sheet for the certificate in force during the 1959-1960 school year, or (b) by earning eight (8) semester hours of college credit after January 1, 1958 which applies toward a baccalaureate degree or permanent certificate requirements.

15. Beginning July 1, 1961, all persons graduating from liberal arts colleges, which are NCATE recommending colleges, will be issued life teaching certificates by the State Department of Education if they are recommended by the college as being fully qualified as elementary or secondary teachers.

16. Extended elementary and secondary certificates will be issued only to applicants who have removed such deficiencies as to be fully certificated in the extended fields. No special approval certificates for extended teaching areas will be issued.

17. No change will be made in the issuance of administrative certificates. All such certificates will be issued by the State Department of Education.

18. Effective July 1, 1960, special examinations which were previously given to a teacher upon the request of the County Superintendent of Schools, will be discontinued. Emergency cases will be handled by the Area State School Supervisor in accordance with established policies of the State Department of Education.

19. The types of certificates to be issued and the new code numbers assigned to these certificates are as follows:

*County Third Grade*—One-year elementary certificate to be issued by the county superintendent of schools to certain individuals taking county teacher examinations who cannot qualify for any type of state certificate. (Code 3—non-renewable.)

*State Third Grade*—One-year elementary certificate given to the per-  
(See Certification page 18)

# An Income Tax Victory

**Six-year Association-backed legal battle results in favorable ruling on deduction of travel expenses for educational purposes**

**By Dr. Richard Wilkinson  
Professor of Psychology  
State College, Springfield**

**F**OREIGN travel for educational purposes is deductible as a professional expense. A recent disposition was reached after six years of appeal and initiation of a law suit in District Federal Court.

A legal battle of this length cost more than the amount finally allowed.

It could not have been carried out except for financial support and cooperation of officers and members of the Southwest Missouri State College Chapter of the Community Teachers Association.

The lion's share of this financing was borne by our Missouri State Teachers Association. The State Association action was immediate and effective. Too, one needs something of the elephant's hide to be financially dissected in public.

In 1954, I took a trip to Europe. I visited a number of agencies and mental health clinics in Denmark, England and the Netherlands; I also traveled for pleasure with my family in parts of Germany, Switzerland and Italy. A deduction was disallowed for what I asserted was educational travel while on sabbatical leave with pay, sanctioned by the school. Travel was in reality a part of my employment by the school for the betterment of the school rather than mere personal education for the purpose of obtaining promotion or better employment. I kept records of my own expenses (as distinguished from expenses incurred in connection with my wife and child). I filed my correspondence whereby I made appointments to visit certain clinics and persons on the staff and kept materials which I collected on these visits.

After many postponements by the Government, a trial date was set for last October. At the pre-trial conference, with all the above evidence

organized by our very able attorneys, the Government attorneys first indicated some desire to effect a settlement.

After several months, a final decision was reached. The Revenue Department settled the case on a basis of allowing my individual full transportation charges from Springfield to New York, from New York to London, from London to the Netherlands, from the Netherlands to Copenhagen and Aarhus, steamship fare back from Europe to New York, and rail fare and other incidental expenses of the trip from New York back to Springfield. All other expenses were disallowed, i.e., pleasure travel.

For other teachers to claim this type deduction properly, certain conditions must be met and certain records kept. In case of doubt keep "too much" rather than "too little." Correspondence, hotel, travel, and any other evidence of expenditure should be filed for future reference.

1. The governing board or administration must have in writing a policy which recognizes approval of travel for educational purposes.

2. The travel is sanctioned by the school. It is to improve your skills as a teacher. It is *not* mere personal education for the purpose of obtaining promotion or better employment. As a basis for income tax deduction, training for these purposes usually has been disallowed for people in all professions.

3. A travel plan, including the specific educational activities is prepared. (Submit a copy to the school to clinch this point.) Cite expected beneficial results which might accrue to the school and you. Correspondence initiating contacts, appointments, etc., should be kept with any replies you receive.

4. Keep notes made "on the

spot," together with pamphlets and other information which you may receive at the time of your study and meeting.

5. It will help to back up your claim to make a report to the college or school administration summarizing your observations and experiences, clarifying points made in your plan of study as indicated in items 2, 3, 4.

6. Keep individual financial records separate from those for your family. (Family expenses are not deductible.) Receipts for air, rail, and steamship transportation, taxi and bus, board and room, tips and other incidental expenses should be kept. Where receipts are not possible, a running log or account of daily expenses will do.

7. Do not refer orally or in writing to educative leave as a "vacation," a "pleasure trip" or "sight-seeing." Teachers are not asking Uncle Sam to give them a vacation. They are asking for the same opportunities of professional enrichment to keep them proficient and up to date that are acknowledged members of other professions.

Keeping records and collecting receipts is not difficult. European countries give as many if not more receipts than are given in America. In Italy a receipt was issued when payment was made for use of the rest room! Once a week you can mail your receipts and running account to your home address. Use surface mail. European air mail is too expensive. These records will await your return and you won't have so much bulk in your suitcase. Most travelers enjoy keeping a daily diary of general events. In the back of this diary, expenses can be kept on a day-by-day basis. It helps re-

(See Tax Victory page 13)



# SCHOOL REVENUE: Or the Lack Thereof

By Dr. Ken Oliver, Jr.  
Research Assistant, St. Louis Public Schools

For the want of financial support the teacher was lost,  
For the want of a teacher the class was lost,  
For the want of a class the pupil was lost,  
For the want of a pupil our civilization was lost,  
And all for the want of financial support.

Apologies to Ben Franklin, POOR RICHARD, 1758

A FEW days ago while talking with two teacher friends (both of whom have just this year come to St. Louis from other states) the question of taxes came up. From the usual harangue about "personal property taxes, federal income taxes and state income taxes," we turned to the subject of *school taxes* . . . but before we did, I was informed that "other states do not have the excessive tax burden that Missouri has, nor do they impose the 'nuisance' taxes that Missouri imposes."

It seems that somewhere in the conversation I was assailed with, "You're supposed to be research-oriented, what about it?" In answer to these gentlemen and because I also "had to be shown," I did a little digging on the subject of taxes in Missouri, especially as related to our schools, and arrived at some *not* new, but very obvious conclusions.

For instance, I found that in 1957 total state and local taxes in Missouri were \$553 million. In that same year, total personal income in the state was \$8,256 million. On a per capita basis, Missourians were exceeded in personal income by persons in only 16 other states. Actually, less than 7 per cent of personal income was paid out in state and local taxes. It appeared to be a matter of record that only Delaware has a lower tax burden than Missouri.

In a study by Robert Lamitie, reported by the Associated Public School Systems in 1959, only six states were categorized as having "very great" leeway for additional

state and local taxes. These six states included . . . yes, you guessed it, *Missouri*.

## A "Wealthy" State

Source after source forced the conclusion upon me that:

1. *Missouri can be described as a "wealthy" state when measured in terms of income per capita or any of a number of other indices.*

2. *Missouri falls at the bottom in the ranking of states in terms of state and local taxes levied and collected.*

3. *Based on ability to pay and in comparison with state and local taxes levied in other states, Missouri has a very substantial margin for expansion in the amount of taxes which COULD BE collected.*

I would say, after much research, that we have not taxed ourselves nearly enough when it comes to providing the types of education and concomitant financial support that every child has a right to expect . . . and that *other states provide!*

In certain respects we have taxed ourselves foolishly. Presently, 44 per cent of all state and local taxes are property taxes, a remarkable decrease from the 73 per cent in 1932, but still a fantastically large amount.

By now you may be asking, "What does this really have to do with schools and teaching?" Without proper financial support for our schools today *and* in the years to come, there simply can be no quality educational program. *It is also a certainty that today the property tax base is being severely strained in a growing number of districts.* Tax

reform is a slow painstaking process. Can we afford to wait until the pressure for school support is even greater than it now is in these districts to provide the broader tax base that must eventually become a part of our tax structure?

Evidence on every hand has indicated the lack of wisdom of relying as heavily, as we have in the past, on the regressive property tax for school support. But permit me to review these few facts:

*There was a time when our economy was primarily agrarian. The wealth of the nation could be found in the land and what the land would produce. This is no longer true, in the sense that our economical well-being is dependent upon agriculture alone. Facts indicate that forms of wealth OTHER THAN PROPERTY have increased since 1930 at a rate almost one-half again as fast as property wealth. This is, as we all know, the result of an exploding industrial economy.*

*School support from the property tax has been increasing at about 10 per cent each year in communities throughout the nation. Some communities of rapid growth have had to increase this form of support at a rate of 20 to 30 per cent each year. School current expenses have increased nationwide over 150 per cent since 1949-50.*

*Even though the statewide property tax equalization program has removed many assessment inequities, the amount of taxes collected on property will EVENTUALLY be determined by the property tax*

RATE not by the assessment value of properties.

The State Tax Commission has attempted to establish a "30 per cent floor" for assessments in the state. This does not mean that there has been a change in the real value of the property. At the time of the equalization there may be a momentary increase in revenues from property, but once the assessment has been arrived at, the only variable will be the rate. In fact, legislation has required all tax authorities to reduce their levies if a re-assessment results in a substantial increase (10 per cent) in revenues realized from the property tax.

### Eventual Trouble

Mix these three factors well and the result leaves little doubt of the eventual trouble in store for our schools. Property wealth increasing at a comparatively slow rate, school costs rising frantically and an ever higher property tax rate for school support. This has been the pattern in almost every state.

Summarizing prematurely we have: Missouri, a comparatively wealthy state, not over-burdened tax-wise, but foolishly relying on the out-dated property tax for the major source of school support. This, then, is the problem. The problem is solvable but it will take the leadership of each teacher to accomplish the desired results.

If property taxes cannot properly support our school system, we must look to other non-property taxes to do the job. Sources of revenue that respond better to economic changes than does the property tax base should be explored. This involves two possibilities: (1) To discover entirely new non-property tax sources, exhaustively study these sources, enact legislation where feasible for the inauguration of the new taxes and direct the proceeds of the newly acquired tax revenues directly into the schools of the state; (2) To exploit (yes, "exploit") already existent non-property state taxes for the benefit of public school children in the state. Either or both of these approaches could and should be used.

For example, a look at the table below, which was derived from a variety of sources, but primarily from NEA source materials, shows how we in Missouri have neglected several of the major non-property state revenue producers:

Missouri State Tax Rates and Comparison of Collections for Certain Non-Property Taxes

State Tax Rate On:	Number of States Which Levy the Tax	Number of States Exceeding Missouri in Collections (Per Capita)	Missouri Rate	Lowest State's Rate	Highest State's Rate
Individual Income	33	20	1%	¾ %	11%
Sales	34	24	2%	2%	4%
Gasoline	50	49	3c (Gallon)	3c	7c
Tobacco Products	46	44	2c (Cigarettes)	2c	8c
Alcoholic Beverages	50	48	80c (Gallon, distilled spirits)	80c	\$5.10
Motor Vehicles and Operators	48	22	- - - -	Varies	- - - -

Note: No attempt has been made in the table above to compare all the features of the particular tax. For example, the highest taxable income is as important as the rate of taxation in certain instances, when considering State Individual Income Tax.

### Inevitable Question

All of this leads us to the inevitable question of who should assume the responsibility for placing school financial support on a sound basis in Missouri? School support is, traditionally, everyone's business; and, since our schools are administered locally, every effort should be made on the local level. Our schools are, however, state schools. When the Constitution of the State of Missouri states in Art. IX (Sec. 1a) that the "general assembly shall establish and maintain free public schools, etc." I believe that it means just that.

"Maintenance" in a very literal sense means support. None of us can abdicate responsibility in the matter of school support; however, if new sources of revenue are to be found and if increased revenues are to be realized from existing sources, this must be initiated at the state level.

Adequate financing of the State School Foundation Program must be forthcoming. Furthermore, it is not unrealistic to expect that the present provisions of this program will in the future be expanded to provide greater relief.

We have good public schools. We must continue to maintain the excellent quality that is in our schools. We must not fail to build progressively a better educational program

throughout the entire State because of short-sighted financial planning. And, above all, we should not erroneously delude ourselves into believing that the people of Missouri are either unable or unwilling to support a quality educational pro-

gram for their children. The problem is to interpret school needs to the rank and file of our community so that great support is forthcoming whether we are working for a local levy or additional state or federal support.

### Tax Victory

(Continued from page 11)

call events and it does tell you just where your money goes.

Dr. Leslie Irene Coger, Professor of Speech, whose initial request was disallowed, has now been granted her full deduction claimed for educational purposes. This change was made on the basis of the test case supported by the Missouri State Teachers Association.

This is not a legal report, but the story of an experience. A copy of the attorney's complete report is on file at the Missouri State Teachers Association office in Columbia.

A great number of people assisted in this case. President Roy Ellis provided basic college records and policies. Officers of the Community Teachers Association, Mr. Ray Scarborough, Dr. O. P. Trentham, Dr. Ivan Calton, Dr. Grace Gardner and Dean Jessie Burrell were most helpful. The MSTTA staff gave encouragement and assistance at every opportunity. To all "thank you" and "well done."

**Linguae peregrinorum in scholis Missouriensibus**  
**Fremdsprachen in den Schulen Missouri**  
**Inostrannye Yazyki v Shkolakh Shtata Missouri**  
**Les langues étrangères dans les écoles du Missouri**  
**Las lenguas extranjerias en las escuelas de Missouri**  
**Foreign Languages in Missouri Schools**

By Anne Henderson, Consultant, Modern Foreign Languages  
 Title III, NDEA, Missouri Department of Education

**S**TUDENTS in Missouri schools are adding new dimensions to their education by learning to speak foreign languages. Of a total high school enrollment in the state of 194,850, twelve per cent (23,559) are studying foreign languages. Nine per cent (17,081) are studying modern languages. (A modern foreign language is any one in current usage as a mother tongue.)

At present, six foreign languages are being taught in Missouri schools.

**TABLE I**

Language	No. of Schools	Enroll.
Spanish I	86	4,706
Spanish II	58	2,514
Spanish III	14	341
Spanish IV	3	52
Total		7,613
French I	55	2,799
French II	40	1,401
French III	10	558
French IV	4	106
Total		4,864
Latin I	56	3,910
Latin II	51	2,425
Latin III	8	105
Latin IV	2	38
Total		6,478
German I	13	530
German II	5	187
Total		717
Italian I	1	87
Italian II	1	56
Total		143
Russian I	2	37*
Russian II	1	8
Total		45

\*enrollment figures for University City not received at time of writing.

A recent survey of language programs (based on 116 replies to 137 questionnaires sent to schools through the state) shows that 4.1% of the high school students are studying Spanish, 3.3% studying Latin, 2.4% studying French, 0.3% studying German, 0.07% studying Italian, and 0.02% studying Russian.

In the 116 districts reporting in the study, there are 16 schools with language laboratories now in operation with 33 additional laboratories planned (17 for the 1960 school year, 9 for 1961 and 3 for 1962).

**TABLE II**  
**High School Districts With Language Laboratories in Operation**

School	Enrollment	No. Positions
Bayless	417	6
Clarksville	165	8
Clayton	615	24
Fort Osage	349	8
Hickman Mills	977	15
Kahoka	347	12
Kirksville	672	8
Kansas City	14,087	30
Louisiana	290	15
Ladue	1,066	30
Normandy	1,940	35
Saint Charles Co.	326	10
Senath	360	3
Trenton	486	—
University City	2,243	90
Washington	485	12

These language laboratories range in size from those with three listening positions to rooms equipped with 30 and 35 sound-proof listening and recording booths.

Because languages are learned by imitating (i.e. a small child learns to talk simply by listening and repeating what he hears), a language laboratory equipped with individual booths, individual earphones, and in-

dividual microphones can help a student hear sounds properly and provide ample time for repetition plus the opportunity of making a comparison of his voice with the voice he hears.

The laboratories at Normandy, Clayton, and Grandview are equipped with individual tape recorders in each booth which allow the students to listen and repeat and also to record daily lessons or tests. These laboratories, plus the three at University City, all are equipped with monitoring systems which permit the teacher to tune in to each booth to listen to students individually, make corrections and give suggestions as necessary. In each of these laboratories, the monitoring systems are two-way, enabling the teacher simply to listen or to listen and talk with the student.

Laboratories vary from a simple one with earphones and microphones wired to a single tape recorder or phonograph to complex ones in which each booth has earphones, microphones, and dual-track tape recorders and which may tune in to any of six channels (this latter type may accommodate more than one language group at one time, or provide for different levels of work within one language group).

The cost of laboratories may range from \$1,500 (in this case a simple installation of 10 booths built by the school custodian and one tape recorder for the master channel) to \$15,000 (a 35-position laboratory with individual dual-track tape recorders and six possible channels from the monitor control board). Even the most expensive laboratory may cost less than a home economics room, a biology or chemistry or physics laboratory, and an industrial arts shop.

Of the 116 districts with language programs, 68 teach one modern language, 31 teach two modern languages, 8 teach three modern languages, and 3 teach four modern languages. Eighty-six districts have courses in Spanish, 58 teach French, 13 have classes in German, and 61 teach Latin. Kansas City and University City are teaching classes in

Russian, Italian is taught in the Saint Louis City Schools.

There are 24 foreign language programs in operation in elementary schools, including 20 in Spanish, 6 in French, and 1 in German. Foreign language classes are offered in the following grade levels: Grade 2—two classes; grade 3—eleven classes; grade 4—thirteen classes; grade 5—sixteen classes; and grade 6—thirteen classes. In 15 of these schools, all the children in the particular grade are learning to speak the new language. Nine schools teach selected groups of children from each grade. Regular classroom teachers in 19 schools and special teachers in 17 schools are engaged in these programs.

Eight additional elementary-level foreign language programs are planned for next year. These will include one class in grade three, two classes in grade four, four classes in grade five and two classes in grade six.

Providing children with the opportunity of learning to speak another language is especially important in the elementary grades before the child has lost the ability to hear and reproduce new sounds without the difficulties so often encountered by teenage students and adults. These

children have an enthusiasm and lack of self-consciousness which prompts them to practice eagerly what they have learned—thus making it possible for them to learn to speak by speaking.

In the typical foreign language

class, the children learn to speak by talking about their families, the school, foods, clothing, colors, counting, the weather, and other such topics which all children find in their everyday lives. They may also

(See Languages page 18)

TABLE IV

High School Districts with Elementary School Programs in Operation

School	Enrollment	Language	Grade Level	Teacher	Students
Branson	281	Spanish	5	Special	All in Grade
Belton	294	Spanish	6	Special	All in Grade
Bayless	417	French	3,4,5,6	Special	Selected
Crane	133	Spanish	2,3,4,5,6	Special	All in Grade
Clarksville	165	Spanish	5,6	Special	All in Grade
Carl Junction	338	Spanish	5,6	Special	Selected
Clayton	615	French	3,4,5,6	Special	All in Grade
Center (Kansas City)	782	Spanish	4,5,6	Classroom	All in Grade
Cape Girardeau	1,027	Spanish	4,5	Classroom	All in Grade
El Dorado Springs	385	Spanish	2,3	Classroom	All in Grade
Fort Osage	349	Spanish	3,4,5,6	Special	Selected
Ferguson	1,996	Spanish	6	Special	Selected
Illmo-Fornfelt-Ancel	245	Spanish	3,4,5	Classroom	All in Grade
Jefferson City	1,171	Spanish, French	3,4,5	Classroom	All in Grade
Joplin	2,149	Spanish	5,6	Classroom	All in Grade
Kansas City	14,087	Spanish	3,4,5	Special with TV	All in Grade
Lebanon	1,001	Spanish, French, German	3 and 6	Classroom	All in Grade
Mexico	841	Spanish	4,5,6	Special	All in Grade
Normandy	1,940	Spanish	3,4,5,6	Special	Selected
North Kansas City	2,634	Spanish	4	Special	All in Grade
Riverview Gardens	1,414	Spanish, French	4,5,6	Classroom	Selected
Raytown	2,152	Spanish	3,4,5,6	Classroom with TV	All in Grade
Sedalia	1,131	Spanish	3,4,5,6	Classroom	All in Grade
Saint Louis	18,599	French	4,5,6	Special	Selected

TABLE III

Enrollment by Languages

Max. Enrol.	No. of Schools	Spanish			French			Latin			German		No. of Teachers
		I	II	III	I	II	III	I	II	III	I	II	
199	11	11	3	...	5	2	...	3	2	...	1	...	14
299	19	13	5	...	5	4	...	5	3	...	...	...	19
399	22	15	7	...	7	3	1	4	4	...	...	...	24
499	15	9	6	1	9	7	...	8	9	1	2	1	27
599	15	9	7	1	1	...	...	2	3	...	2	...	17
699	8	7	7	2	3	3	1*	6	6	1	...	...	17* French IV
799	5	4	4	...	4	2	2	3	3	1	...	...	14
899	4	3	2	...	3	2	...	3	3	...	...	...	10
999	3	3	3	...	2	2	...	3	3	...	...	...	17
1,099	5	5	4	2*	3	2	1*	5	4	1	1	1	17* Fr., Sp. IV
1,199	2	1	1	...	2	2	...	2	2	...	...	...	5
1,399	1	...	...	...	1	1	...	...	...	...	...	...	1
1,499	1	1	...	...	1	1	...	1	1	...	1	...	5
1,599	1	1	1	1	1	1	1	1	1	1	...	...	9
1,899	1	1	1	1*	1	1	1	1	1	1*	1	...	11
1,999	2	2	2	1	2	2	...	2	2	...	...	...	17
2,199	2	2	2	1	2	2	1	2	2	...	...	...	9
2,699	1	1	1	...	1	1	...	...	...	...	...	...	5
4,799	1	1	1	...	1	1	...	1	1	...	...	...	8
14,799	1	30	17	3*	11	17	2*	23	18	2*	3	4	36* Fr., Sp., Lt. IV
18,599	1	43	24	4	25	18	12*	20	14	...	8	4	37* French IV
TOTALS	116	109	111	14	101	92	20	108	91	5	20	11	387



# This vacation will be different!

Vacation time at last. You thought it would never come. And now...it's almost here. You should be glad. Glad for that delicious break in the daily routine. Glad for the chance to live a little...have a little fun...sleep a little later. You should be glad. It's almost vacation time...but you wish it weren't!

Deep, deep down, almost hidden from your conscious thoughts, there's a tiny bit of dread. The dread that your precious vacation will slip away before you can plan it...the way you really want to plan it. But where will you go? How will you go? How do you plan for fun? Who will go with you?

You think of last year...that last-minute decision to get away...to see places you'd never seen before. To meet people...do things, just for a change. You think of that long, lonesome drive in your own car, alone. It's no fun driving alone. But what can you do? Whom can you count on to go with you on such short notice? And then...where can you go for what you've got to spend?

You stop and wonder. Will this vacation be the same...precious days...slipping away before you can plan them. Then, you remember it. Something about a Greyhound vacation. Was it on television? In a newspaper ad? You rifle through the travel section of the newspaper. And there it is...a Greyhound vacation advertisement. "Stop at your Greyhound Travel Bureau for information," it says...and you do. Why not! Greyhound has been in the travel business a long, long time.

They should have the answers...and they certainly do.

You discover that Greyhound will plan a complete itinerary for you...plan it from start to finish...transportation, hotel reservations, sightseeing...everything. Schedules are so frequent, you can almost pick your own time. Suddenly...your vacation budget seems bigger...more important.

There are Greyhound vacations to almost every vacation playground in the country. They're all there...short tours, long tours, completely planned tours...all for prices you never dreamed could be so low.

But the one that catches your eye is the Greyhound ESCORTED TOUR. On this tour you ride your own "private" bus from start to finish. You start with...and stay with the same group of people...really get to know them. You go places together...see things together! The professional Greyhound escort rides with you...arranges hotel reservations, side trips, handles your baggage...shows you and explains the points of interest along the way. There's nothing...absolutely nothing for you to do but have fun. You ride in an air-conditioned Greyhound bus...with fully-equipped restroom...panoramic windows. You stay at the best hotels along the route.

No more driving yourself...no more lonesome roads for you. You're on vacation...and you're glad!

What's that you say? You haven't yet stopped in at your Greyhound Travel Bureau? Well, what are you

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## GREYHOUND



## LANGUAGES

(Continued from page 15)

play games and sing songs in the foreign language.

By beginning their study of a foreign language early, they can learn to speak without an accent (or at least modified ones) and can have several years to speak the language before beginning a formal study of the grammar of the language in high school (just as they do in English—grammar studying is not begun until the 7th or 8th grade and then continued throughout high school English classes).

It will now be possible for children in some Missouri schools to study a foreign language for as many as ten years. Those in third grade classes may continue in the language throughout high school thus making a total of ten years and more nearly equalling the time spent in studying other subjects, first grade through high school (mathematics, science, English, history, etc.).

### CHILICOTHE APPROVES SCHOOL REDISTRICTING

A reorganization plan that consolidated the Chillicothe R-2 district and the last 12 unattached rural elementary school districts in Livingston County was approved March 9 by voters.

The new district has an area of 250 square miles and a total enrollment of approximately 2,000, most of whom already attend schools in Chillicothe.

### STANDARDIZED TESTS LISTING AVAILABLE

An up-to-date listing of more than 400 standardized tests available to schools for use in programs of testing, guidance and counseling in connection with the National Defense Education Act of 1958 has been issued.

Tests listed pertain to the areas of achievement, character and personality, English, intelligence and other areas.

The pamphlet, "Standardized Tests for Use in Connection with the National Defense Education Act of 1958," is available at no cost from the American Textbook Publishers Institute, 432 Park Ave. South, New York 16, N. Y.

## CHANGES IN CERTIFICATION

(Continued from page 10)

son making an average score of 80-84 on regular county teacher examinations. (Code 33—non-renewable.)

*State Second Grade*—Two-year elementary certificate given to the teacher making an average score of 85-89 on regular county teacher examinations. (Code 32).

*State First Grade*—Three-year elementary certificate given to the person making an average score of 90 or above on regular county teacher examinations. (Code 30).

*Two-Year Elementary*—Issued to a degree person having at least five hours required professional education, whose total deficiencies are not more than 24 semester hours. (Code 1).

*Renewal Requirements* — Earn eight hours credit each two years toward full certification.

*Life Elementary*—Issued to the degree person who has no elementary deficiencies. Three years of experience no longer required. (Code 2).

*Life Elementary Extended\**—Issued to the degree person having no elementary deficiencies and having a minimum of 15 hours in the subject matter field. College should recommend issuance of extended certificate if applicant qualifies. (Code 4).

*Two-Year Secondary*—Must have baccalaureate degree and no more than five hours deficiencies in teaching field and five hours of deficiencies in professional education. If fully qualified in teaching field, applicant may have no more than 12 semester hours of deficiencies in professional education. (Code 5).

*Life Secondary*—Issued to the person having no secondary deficiencies. Three years of experience no longer required. (Code 6).

*Life Secondary Extended\**—Issued to the degree person having no secondary deficiencies and having a minimum of 15 hours in the subject matter field. College should recommend issuance of extended certificate if applicant qualifies. (Code 7).

*Life Elementary Principal*—Issued when individual is fully qualified. Three years of experience no longer required. (Code 8).

*Life Secondary Principal*—Issued when individual is fully qualified. Three years of experience no longer required. (Code 9).

*Life Superintendent*—Issued when individual is fully qualified. Three years of experience no longer required. (Code 10).

In summarizing, it should be pointed out that BEGINNING IMMEDIATELY—

1. All teachers holding renewable certificates expiring July 1, 1960, will be issued "free", one-year certificates, and renewal credits earned since January 1, 1958, should be held for renewal of these "free" certificates as of July 1, 1961. These credits may be submitted to the State Department of Education by the teacher or through his "home base college."

2. All Degree teachers having met all requirements will be issued life certificates rather than five-year certificates.

3. Teachers having met all certification requirements except the receipt of the Baccalaureate Degree will be issued two-year certificates renewable with eight hours of residence credit leading toward the Degree.

4. For the purpose of reducing the number and types of certificates, all two-year and five-year administrative certificates are hereby eliminated. Previously written commitments by the State Department of Education will be honored.

EFFECTIVE JULY 1, 1961—The revised program of requirements for both elementary and secondary teachers will become effective July 1, 1961.

Certificates issued after July 1, 1961 will be handled through the individual's "home base college."

\*An extended certificate is a certificate issued for teaching departmentalized subjects in grades 7-9. The prerequisite is either a secondary or an elementary certificate.

## Secretary's Page



### Local Effort

It is often stated that the property tax furnishes two-thirds of public school support while property produces less than one-fourth of the income of the State.

Not generally known is that the bonded debt of Missouri school districts was \$33,527,473 in 1949 and \$277,146,000 in 1959, an increase of 726%. Of the six director-school districts, 129 have bonded indebtedness of 80% or more of the constitutional limit. For all practical purposes this means they are bonded to the limit. As enrollments increase, the need grows.

This bonded debt must be paid in future years from a tax on property, our most regressive tax.

It all adds up to an urgent need for broadening the tax base by increased state and federal support.

The financing of the new foundation program formula by the next General Assembly and the passage of S.8 as amended by the Senate or similar legislation by the National Congress would be two significant steps in the right direction. You have those representing you at both places who can help to get this done.

### In Brief

FOR A HOTEL RESERVATION blank for the Kansas City Meeting next November, see page 30. Requests are filed in the order received. By sending yours in now, you will have a better chance of securing the one of your choice.

The Missouri Breakfast at the NEA meeting in Los Angeles is scheduled for 7:30 on Monday, June 27, in Conference Room Two, Biltmore Hotel. The first meeting of the Missouri delegation will follow immediately. Missouri headquarters will be Room 3124, Biltmore Hotel. It

is hoped that all Missourians attending will spend as much time there as their schedules will permit.

Many community association officers have already forwarded the name of their delegate to attend the Leadership Conference the week of August 8-12 at the Bunker Hill Ranch Resort. It is hoped that all may be represented. Dr. Sam Lambert, Director of Research, NEA, will participate.

The Executive Committee meets on June 11 with the major item of business the approval of the budget for the coming fiscal year.

The selection of new titles for the reading list is under way. The new order blanks will be available July 1.

The membership in the Association for this year is 35,294, including 1,619 FTA members. This is a new all-time record.

The Association's free film service was initiated in 1942 and is being utilized extensively.

Since 1947, when the Association received the Bunker Hill Ranch Resort, 16,300 teachers have enjoyed its facilities, with a record 2,300 last season. The Resort opened April 29. Many reservations have been made for months.

The demand for the pamphlet "Facts About the Financial Needs of Missouri's Public Schools" has necessitated a second printing. Copies are available.

It is good to have the officers workshop of the Missouri Student Education Association, a department of MSTA, here at the Teachers Building on May 7.

Certainly the profession has long been interested in standards. Let us continue to interpret the necessity of the position taken by the State Board of Education that effective July 1, 1961, all new teachers must have the baccalaureate degree.

# LET'S VACATION AT BUNKER HILL

OPENED APRIL 29

Bunker Hill Ranch Resort in May is an array of beauty. Trees are budding, birds are singing, spring flowers are at their best, bluegrass presents a green velvet carpet and crystal clear Jack's Fork River is hustling on its way.

At the tone of the seven-thirty bell, just as the sun peeps over the mountain and through the dining hall window, breakfast is served family style. While fruit juice and a sip of coffee are being consumed, hot rolls, eggs and bacon are on their way, bolstered by such treats as sorghum, apple jelly or strawberry preserves. Then, if some early riser's appetite is not satisfied, hot rolls, butter, jelly and coffee are passed again. This is only a sample, for dinner and supper (as it is known in these parts) are equally delicious.

## Recreation

Bunker Hill is a wonderful spot for rest and relaxation, a place to visit with friends and find a type of professional fellowship that can hardly be found any other place.

Extending out from the Resort are 2,080 acres of wooded land marked with numerous valleys, spring-fed branches and nature trails. Many persons have experienced the thrill of losing themselves in this land of clear water, of swimming or fishing in the rushing stream or gliding down the colorful river in a boat.

After a mountain climb, a game of volleyball, a horseshoe pitching contest, shuffleboard or just plain relaxation in the out-of-doors, enjoyment is heightened by a tasty dinner served family style.

## Work Done

During the past year, the manager's home has been completely remodeled. A dual chimney for the furnace and fireplace has been constructed, new furnace installed, living room paneled with knotty pine,

floors sanded and the ceiling insulated with rock wool.

The nine cottages along the Jack's Fork River, on the first level, have undergone complete remodeling and modernization. Enough space has been taken from the porch to install sizable half baths with stool, lavatory and luggage space. These buildings have been insulated, paneled in knotty pine, new ceilings installed and the floors painted. They are very comfortable.

A manager's maintenance workshop, conforming in design to all other buildings, large enough for the repair and building of boats, maintenance of camp furniture, storing of the tractor, pickup truck, power mower and materials has been completed. It has been equipped with modern tools.

## A Forward Look

As we look ahead, the Association feels that since all cottages and lodges are now completely modern, perhaps attention should be given to refinements about the Resort. Ninety of the beds should be replaced. Four cottages on the upper level should be insulated, sealed with knotty pine and heat supplied. This would add to their comfort in early spring and late fall. The purchase of enough Syracuse China tableware, dogwood pattern, to equip the dining hall completely would help the appearance of table settings. Numerous other minor refinements are in order and we welcome your suggestions and contributions.

The Resort opened April 29. Reservations should be made early as another big season is anticipated. Send requests direct to the Manager, Bunker Hill Ranch Resort, Mountain View, Missouri.

## Contributions

Contributions received since the March, 1960, issue of *School and Community* are gratefully acknowledged as follows: Monett CTA, \$25; Lebanon CTA, \$25; Missouri School for the Blind CTA, \$25.

## THIS COULD HAVE HAPPENED TO YOU

Potosi, Missouri  
March 9, 1960

Missouri State Teachers Assn.  
Income Protection & Accident  
& Sickness Group Dept.  
Columbia, Missouri

Dear Sirs:

May I at this time express my appreciation of the way in which my insurance claim was recently handled. It was gratifying to have it taken care of so promptly and efficiently.

Thank you.

MRS. LETA FAY ROBINSON

**Editor's Note:** Mrs. Robinson was paid \$1,419.00 on her basic policy and \$885.85 on major medical.

## KANSAS CITY UNIVERSITY BECOMES AACTE MEMBER

The University of Kansas City became a member of the American Association of Colleges for Teacher Education at its 12th annual meeting Feb. 10 in Chicago.

The Kansas City school was one of 48 new member institutions accepted by the AACTE at the convention, bringing its membership to an all-time high of 535.

## ADMINISTRATIVE DUTIES OF HIGH SCHOOL COACH

First of its kind, the recently-published "Coaches Handbook" covers the varied administrative tasks of the interscholastic high school coach and gives effective procedures and practices based on the experiences of successful coaches.

The 82-page handbook also makes clear the principles and ideals that hallmark a successful high school athletic program.

Copies may be obtained from the American Association for Health, Physical Education and Recreation, NEA, 1201 Sixteenth St., N.W., Washington 6, D. C., at \$1.50 each; 10 per cent off for 2-9 copies; and 20 per cent off for 10 or more.

## WORLD BOOK CO. IN NEW BUILDING

After fifty-five years at Yonkers, New York, World Book Company, educational publisher, has moved its home office to Tarrytown, New York. The move enables the Company to consolidate in one modern building its various departments, formerly in several separate locations.

World Book Company publications are widely used in elementary and secondary schools. The company pioneered in the development of psychological and educational tests, of which it is a leading publisher. The Company's new location is in an historic region made famous by Washington Irving.

Sam Spees of Columbia is the Missouri representative.

## Initiating a Program of

# Curriculum Improvement

By Itrice E. Eubanks, Curriculum Co-ordinator, Grandview

SINCE the beginning of our curriculum improvement study last September in Grandview Public Schools, every administrator, supervisor, classroom teacher, parent and pupil has participated in our curriculum study. But we are only beginning!

To define the limits of any curriculum improvement program is difficult—if not impossible. The curriculum co-ordinator, in our case, works with the Superintendent of Schools and the Director of Elementary Education. These administrators are cognizant of the need for and want improvement of our instructional program, otherwise, the personnel would not include a curriculum co-ordinator, whose job it is to supervise the welding of the child's total experiences into their proper places in all areas.

It has long been recognized that curriculum evolves from classroom experiences and improvement is consummated in meeting the needs in the classroom. Since the classroom teacher must assume the responsibility of utilizing his or her educational acumen and professional experiences in encouraging the pupils to sense, to recognize, to explore and to broaden their conceptions of their needs, we turned to the teachers and building principals, first, for the identification of classroom problems and their possible solutions.

Our framework of reference in the Grandview Public Schools has followed this general pattern:

1. Conferences with the Superintendent of Schools and the Director of Elementary Education determined the budget, aims, objectives, guiding principles and program of studies. These must be in accord with the overall philosophy of the school district.

2. The program was outlined to the administrative council by the above-mentioned administrators.

3. Study committees, composed

primarily of teachers, were set up to clarify problems in specific areas and to identify those problems which were deemed important for immediate attention. Each teacher was provided an opportunity to choose an area of study. Here all personnel were involved in the initial stages of planning. Although sessions were held after school, it has been most gratifying to find teachers remaining after dismissal of the meetings, were seeking a further exchange of ideas and suggestions.

4. A pilot committee selected by teachers and other personnel is now compiling materials for our study guides. These teachers and other key personnel, will be given some released time to complete their work.

5. Committees are now at work on an initial evaluation of our present status, determining specific objectives and feasibility of attainment, making decisions on the scope, sequence, and organization—these to be closely correlated with child growth and development.

Child growth and subject matter cannot be conceived as conflicting matters. Dr. Marie Rasey says, "Knowledge and skill are viewed in their functional relation to personality growth as tools for the person to use in his own growth."

If we are to make provisions for the differences found among the pupils of Grandview Public Schools, we must gear our instructional program to implement our district's expanded organization of our primary levels curriculum in reading, writing, language, arithmetic and spelling, as well as to care for the varying abilities and interests found in the intermediate grades. The study courses are developed as *guides, not exact prescriptions.*

6. Minimum goals, on 12 levels of instruction have been established and approved by teachers in kindergarten, first, second and third grades. The intermediate grade

teachers are making their studies preparatory to stating purposes and determining desired outcomes in those grades.

7. Kindergarten teachers have practically completed the *Parents' Handbook.*

8. It is vitally essential that a curriculum co-ordinator, who is a resource person, consultant and service agent, compile resource and research materials for personnel references. This task alone requires much time. Participants in a study of curriculum improvement must be familiar with as much curriculum background and research as possible.

9. Lay participation will be provided for as parents function as committee members, resource persons and evaluators.

10. After guides are prepared, there will be a period of experimentation, followed by approved revisions, before implementation begins on a full-scale basis.

11. Another evaluation will be made at the end of the school term. Ensuing evaluations will incorporate approved revisions.

We will be able to do only a small part of the work this year. Curriculum improvement is a continuous task. The answers we find will be partial, but they will serve as a basis to find the whole into which the parts fit. We are interested in the discovery of new practices that are pertinent to the improvement of the *quality* of instruction.

It has been said that questions are frequently short; answers are often long. For a curriculum improvement program the time is also lengthy. Gerald Heard has said, "All becoming, though it is the way to being, takes time."

There are other facets of curriculum co-ordinating, to be sure; but I have enumerated the most salient points of initiating a curriculum improvement program geared to the needs of the pupils of Grandview School District. Gaining impetus from working with so many divergent groups, we hope to achieve a synthesis of the educational processes and those involved and engaged in their implementation.

# ITEMS OF INTEREST

**Nick Adzick**, teacher of history, Clayton high school has been awarded a John Hay Fellowship for one year of study in the humanities.

**Virgil R. Turnbull**, superintendent of Madison schools since 1956, has resigned, effective June 30.

**Robert L. Sears**, principal, Madison high school for the past two years, has been appointed superintendent of this system to succeed Virgil Turnbull.

**Roy B. Gerhardt**, principal, Lexington High School, for the last 15 years, has been appointed superintendent of the Lexington system to succeed Leslie H. Bell, who is retiring.

**Robert Watson**, biology instructor at Ferguson High School has been granted a National Science Foundation Fellowship. He will attend Purdue University where he will do biological research.

**Floyd W. Liley**, county superintendent, New Madrid County, has resigned to accept a position as superintendent at Portageville.

**John W. Mullins**, superintendent at Portageville for the past seven years, has resigned to become superintendent of schools at Hayti.

**C. O. Hall**, head of the Perryville schools for the last four years, is to be the new superintendent of schools at House Springs, effective July 1.

**John B. Alderson**, superintendent, Wentzville public schools, has resigned this position.

**Rosemary Beymer**, Director of Art Education, Kansas City public schools, was recently selected as one of the six Missouri and Kansas women to be honored at the annual Matrix Table Dinner, given at the Hotel Muehlebach, March 12.

**Rupert F. Harmon**, a teacher at Calhoun, has been employed as superintendent of the Hume schools. He succeeds James Marlow, who resigned in February.

**Lester Gillman** has been re-employed for his fifth term as superintendent of the Carthage system.

## CENTRAL MO. STATE SETS WORKSHOP DATE

A "World Understanding Workshop" to study "The Rise of the Arab World" has been set for June 13-August 4 at Central Missouri State College in Warrensburg.

Visiting lecturers include Sami Hadawi, Chief of Public Liaison, Arab States Delegations Office, New York;

Saadat Hasan, Director, Arab Information Center, Chicago. Four hours of graduate credit or two hours of senior-college credit in social science will be given.

Topics to be considered include "The Renaissance of Arab Civilization," "Religions of the Arab East," "The Struggle for Democracy and National Independence" and "The Palestine Question."

For further information write: Dr. Leslie Anders, Central Missouri State College, Warrensburg.

## KENTUCKY INCREASES EDUCATION APPROPRIATION BY 103 MILLION

A \$103,394,000-increase in the biennial appropriation for elementary and secondary schools was voted by the Kentucky Legislature early in 1960. The increase will be financed by a 3 per cent general retail sales tax increase, however, other taxes were lowered.

Teacher salaries were raised to more than \$4,000 for qualified degree teachers, provided by an increase of \$71 million.

A fully-financed free textbook program for grades 1-8 and the beginning of free textbooks for grades 9-12 are provided by an increase of \$3,140,000.

A 39 per cent increase in classroom units for special education is provided for by a \$354,000 increase.

A new, more suitable distribution formula for a fully-financed transportation program is planned by an increase of \$2 million.

An increase of \$15 million or \$900 per classroom unit for current expenses was enacted.

An increase of \$2 million was voted for vocational education.

An allotment of \$600 per classroom unit for capital outlay was provided for by an increase of \$10 million.

In other action, the Legislature increased the school term to 185 days, with at least 175 days being taught, and created a state school building authority, empowered to issue bonds to finance school construction for districts unable to finance their own.

The state general fund budget for education will be increased by about 60 per cent or more. Teachers in local public schools will get an average salary raise of \$1,000.

When presenting his budget to the Legislature, Governor Bert Combs said: "People are more concerned about the education of Kentucky children than any other single problem." Enactment of this program by

the Kentucky Legislature without a vote against it will boost up the ladder this state from its present rank near the bottom.

In order to offset the raise in the retail sales tax, the Kentucky state cigarette tax will be lowered from 3 to 2.5 cents per pack on July 1 and on January 1, 1961, the individual income tax will be lowered to some extent.

## TWO MISSOURI TEACHERS WIN TRAVEL AWARDS

Two Missouri teachers have won travel awards in the John Gunther High Road Teacher Awards Program. Missouri winners are Mrs. Florence R. Brown, Harris Teachers College, St. Louis, and Mrs. Doretta Waite, Smith Cotton High School, Sedalia.

The awards are made possible by a grant from the Ralston Purina Company of St. Louis.

## K. C. TEACHERS APPROVE PLAN FORMING KCEA

In a referendum vote March 7, Kansas City teachers approved a reorganization plan to change the name of the Kansas City Teachers Cooperative Council to the Kansas City Education Association.

The by-laws of the new organization were also approved by the membership. The election of the new Board of Directors will be held May 16 and all petitions of nominees were filed by April 16.

The KCEA is planned on a basis of 2,000 member-teachers, paying annual local dues of \$15 each. The annual budget is estimated at \$30,000 and an executive secretary is to be hired.

The new streamlined type of organization provides for the members to elect their professional leaders and officers directly. Each member will have a voice in the progressive program.

Improved public acceptance of teachers, more adequate public support of schools and more rewarding compensation are only a few of its projects.

The new organization has for its goals: quality teachers, quality curriculums, quality buildings and adequate financial support.

In approving the plan, Kansas City becomes one of the several progressive teacher associations in the nation to make use of specialized personnel for effective organizational efficiency.



*“Why should  
I have*

**MSTA GROUP**

*Accident and Sickness Insurance?”*

*“It’s as plain as . . . THE NOSE ON YOUR FACE!”*

**1**

It’s a “full coverage” plan. Pays members a weekly salary while disabled PLUS generous Hospital-Surgical allowance PLUS up to \$10,000 for major medical expenses.

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Provides protection AFTER retirement!

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The cost has NEVER been increased.

*The kind of protection teachers and their families need*

**Now is the time for YOU to join, so clip and mail**

Question: What is the best type of insurance for young teachers?

1. Insurance that gives protection for the lowest cost.
2. Insurance with graduated premiums . . . lowest during the beginning years.
3. Insurance that is easily converted to other policies.

## Multiple Choice



YOU'RE RIGHT. No matter what you answered you scored. And the ultimate answer is the Missouri State Teachers Association group plan for life insurance.

MSTA Insurance offers protection at lower rates than are possible any other way . . . rates beginning as low as \$5.37 per thousand in annual premiums.

MSTA Insurance gives protection at the time when we can least afford it, during the years when we are struggling to get started in our life's profession and when we are raising our families.

MSTA Insurance can be converted without evidence of insurability to a special level premium plan of life insurance available only to members of the Missouri State Teachers Association.

For further information without obligation fill out the form below.

.....  
• Missouri State Teachers Association  
• Columbia, Missouri  
•

## YOUNG PEOPLE WARNED OF SMOKING'S DANGERS

A sharp warning to young people that the scientific case against cigarette smoking as a hazard to health has been strengthened recently is given in a new booklet, "Cigarettes and Health," by Pat McGrady, science editor for the American Cancer Society.

The booklet stresses the growing chemical and biological evidence which has accumulated in recent years to buttress the statistical data implicating cigarette smoking in the rising lung cancer rate.

The booklet is available for 25 cents per copy from the Public Affairs Committee, 22 East 38th St., N. Y.

## NEWTON COUNTY PUPILS PLANT DOGWOOD AND PINE

Few school systems in the state observed Arbor Day, April 8, the way 40 schools with 6,500 pupils did in Newton County.

Each school planted a pink dogwood and each pupil planted a white pine seedling. A program at Neosho High School featured Mrs. Suzette Morton Zurcher, granddaughter of Arbor Day's founder, J. Sterling Morton, as guest speaker.

Arbor Day, a day set aside for planting trees and shrubs, has been observed in Missouri since 1886.

## "DRESS-UP DAY" AT RIVERVIEW GARDENS

Contrary to the practices in many high schools throughout the nation of observing "Hobo-Day," "Kid-Day" or similar days, at the Riverview Gardens Senior High School a day is set aside for "Dress-Up Day."

For the past five years, one day each year was set aside for "Dress-Up Day." However, the students liked it so much that this year they voted to have three dress-up days. One in the winter months when the home economics classes present their fashion show, one in the early spring when the new members of the National Honor Society are tapped and pledged and the third for Seniors only at the close of the school term.

The idea of "Dress-Up Day" was originated by the principal, Wayne DeBeer. It has become a tradition and all 1,400 students cooperate in "dressing-up." Girls wear dressy dresses and high heels while the boys wear suits or sport coats and ties.

The purpose of observing "Dress-Up Day" is to impress upon the students the importance of a good appearance and of being proud of their appearance, not only on this day, but throughout the school year. The tradition has the wholesome effect of creating sincerity and respect for their studies instead of the turmoil created by observing "Hobo-Day." On "Dress-Up Day" a Riverview boy dressed in jeans would indeed feel out of place since all his buddies are dressed up.

NEW HORIZONS  
a suggestion  
we hope proves helpful

# Green Thumb Fun



As this is the time of year when people's minds turn to planting and interest in sprouting things, a classroom activity that children will love might be devoted to Green Thumb.

With the exception of green food-dye for children's thumbs and rags or tissues to blot up excess, no preparation is needed.

**Simply announce,** "Now comes Green Thumb fun," explaining that a green thumb signifies ability to make plants grow and refers to person with that ability

**Have children** trace hand flat on paper, color thumb green, print name on paper. Collect. Shuffle. Draw out one hand at random. Whose hand it is becomes Green Thumb Potentate. First you dip your right thumb

in green food-dye on your desk, then Potentate, and he helps all the rest of room do likewise.

**Potentate** calls on each person to tell, in number of words he has fingers and green thumb, what he likes most about flowers, plants, trees.

**Garden Scamp.** All in circle but two in center—Gardener and Scamp. Gardener says, "Get out of my garden." Scamp says, "Catch me." The chase in and out of circle begins and Gardener has to imitate Scamp (stoop, grin etc.) Scamp caught, new pair goes to center.

**Perhaps** your room is already abounding in Green Thumbs... Seedlings are so easy to grow.



After a busy day,  
enjoy the lively flavor of  
delicious Wrigley's **SPEARMINT** Gum.  
Gives you a refreshing little lift and  
the natural chewing eases tension.

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1605 Penn. Dept. 3 Denver 3, Colo.

## TWO SCHOLARSHIPS FOR CENTRALIA TEACHERS

The Chance Foundation, which gives three college scholarships a year to graduating Centralia students, is also offering scholarships for Centralia teachers.

The teacher scholarship program will provide two \$300 grants a year to finance summer study at accredited colleges or universities.

The first two teacher scholarships will be awarded this spring. All teachers employed by the Centralia R-VI School District are eligible to apply. Selections will be made by the Centralia Board of Education.

## 1960 SCHOOL LAW YEARBOOK AVAILABLE

The 1960 Yearbook of School Law, edited by Lee O. Garber, School of Education, University of Pennsylvania, presents the most important court decisions of the past year dealing with schools and school districts.

The contents are: I. The State and Public Schools; II. School Districts and School Officers; III. School District Reorganization; IV. Liability of School Districts, Officers and Employees; V. School Property; VI. School Finance; VII. Teachers and Other Employees; VIII. Pupils; and IX. Particularly Significant Cases

## SAVE THIS Summer Book Exhibits

Springfield .....	June 15-16
University of Missouri .....	June 20-23 (University Laboratory School)
Cape Girardeau .....	June 27-28
St. Louis University .....	June 29-30
Warrensburg .....	July 6-7
Maryville .....	July 11-12
Kirksville .....	July 14-15

## Missouri Textbook Men's Assn.

Decided During the Past Year.

Added features in this issue include "Schoolman's Federal Income Tax Return" by Dr. Madaline Kinter Remmlin, Consultant in School Law, Washington, D. C.; "A Decade of School Law" by Marshall J. Tyree, Paterson State College, Paterson, N. J.; and "Annotated Bibliography of Recent Studies in School Law" by M. R. Sumption, University of Illinois, Urbana, Ill.

Single copies are available for \$3 from The Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, Ill.

## SUPERINTENDENT BELL RETIRES AT LEXINGTON

Leslie H. Bell, superintendent of the Lexington public schools for the past 41 years, has announced his retirement effective June 30.

When he became superintendent in Lexington in 1919, he probably was the youngest administrator of a system that size in Missouri. He had been principal of the high school one year.

Bell was honored two years ago when the board of education voted to name the new elementary school building the Leslie Bell school "in recognition of Mr. Bell's many years of faithful service to the Lexington public school system."

He was president of the Central Missouri Teachers Association in 1928-29 and was a member of the executive committee of the MSTA

## FILM STRIPS

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1934-40, serving as chairman in 1934-36.

Bell taught at Cleveland, Okla., a year and Moberly three years before going to Lexington. He earned his B.S. in Education and A.M. degrees at the University of Missouri.

## Administrators to Meet June 20-21

The Twelfth Annual Workshop of the Missouri Association of School



C. W. Farnham  
President

Administrators will be held at the University of Missouri Monday and Tuesday, June 20-21, according to President C. W. Farnham, Parkway. The

theme for the workshop will be "School Administration for the Changing Scene."

The workshop will open Monday morning, June 20, with a general session to be held in Jesse Auditorium. As in previous years emphasis in the workshop will be upon discussion groups which will meet Monday afternoon and Tuesday morning, June 20-21.

The discussion groups this year will consider problems related to public education and the role of the school administrator. These problems are currently being studied by a recently appointed committee of the MASA. This committee is preparing a statement of basic points of view of school administrators in Missouri, and the committee is furnishing the program committee with a list of major problems which will be considered by the various discussion groups.

A dinner meeting sponsored jointly by the Gamma Chapter of Phi Delta Kappa and the MASA will be held Monday evening, June 20. The workshop will conclude with a luncheon meeting Tuesday, June 21. Speakers for the dinner meeting and luncheon meeting have not been selected at this time.

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## SEMO TEACHERS ASSN. HONORS 6 EDUCATORS

Six members of the Southeast Missouri Teachers Association were honored for their many years of service in special ceremonies March 17 at Cape Girardeau.

Meritorious service awards were presented to the following teachers:

Estella Bailey, principal, Crystal City Elementary School, who retires at the close of the year after 43 years in the system.

Fred C. Cole of Irondale, State Supervisor of Public Schools, past teacher and superintendent of Washington County schools.

Mrs. Lula Duckett, elementary principal at Advance 27 years, a teacher 48 years.

Harold O. Grauel, head of the English department at Southeast Missouri State College in Cape Girardeau, and a teacher for 36 years.

Otto C. Kiehne of Gordonville, teacher for 38 years and past Cape County Superintendent of Schools.

Roberta Haden Tetley, teacher in several district schools, the last 31 years in her home town of Farmington.

## WEBSTER GROVES NAMES LEMCKE "CITIZEN OF YEAR"

Hans J. Lemcke, Supervisor of Instrumental Music in Webster Groves schools for 33 years, has been named "Citizen of the Year for 1959" by the Webster Groves Chamber of Commerce.

Active in community and Boy Scout work, Lemcke lists among his "firsts" the organization of the Webster Groves Community Band 30 years ago. The band has played before 5,000 persons in one season.

He has just finished writing a textbook on harmony and theory which is to be published soon. Lemcke has been president of the State Music Teachers Association; organizer and president of the Greater St. Louis Music Educators Association; and vice-president of the State Band Association.

In 1958 and 1959, Lemcke worked with the Red Cross to send records by the Webster Groves High School Concert Band overseas as a cultural exchange.

## MASC HOLDS ELECTION

During the twelfth annual meeting of the Missouri Association of Student Councils, Mrs. Lenora H. Younger, English teacher, senior high school, Parkville, was elected for a three-year term to the office of State Executive Secretary.

In addition to an annual convention, the association sponsors a workshop at the Missouri University, sends its state president to the National Convention and to the Williamsburg conference, sends its vice-president to the National Workshop at Camp Cheley, Colorado, and conducts a meeting for student council sponsors at the Missouri State Teachers Association Convention.

At this year's convention the following schools were elected to serve as officers for the school year 1960-61: Crystal City, president; Clinton, vice-president; Southwest of Kansas City, secretary; and Park Hill of Parkville, treasurer.

## FIRE DAMAGES SCHOOL BUILDING AT SENECA

The six-room vocational arts building at Seneca School was gutted by fire March 7.

Apparently starting in the heating system, the blaze destroyed the entire music library, new science equipment and other equipment amounting to a total of \$5,000.

The fire came at a time when the school district was preparing to vote on a bond issue for a new gymnasium. Superintendent O. W. Fox has said the bond issue probably will have to be increased due to the loss.

## LITERARY GUIDE PUBLISHED

Dr. Leon T. Dickinson, associate professor of English at the University of Missouri, is the author of a new book, "A Guide to Literary Study," published recently by the Rinehart Publishing Company, New York.

The book discusses the nature of imaginative literature and makes specific suggestions on how to study fiction, drama, and poetry. It is designed, Dr. Dickinson said, to orient college students, particularly underclassmen, to the study of literature as a part of their study programs.

Dr. Dickinson was co-author, with Walter Blair of the University of Chicago, of a book, "College Course in English Composition," published by the University of Chicago Press in 1946.

## ODESSA PUPILS LEARN INDUSTRIAL ARTS EARLY

Pupils in Mrs. James A. Campbell's grade 2A at the Odessa R-7 elementary school have been learning industrial arts ever since the school was opened in 1955.

The students furnish the elbow grease and enthusiasm and the school provides the tools and materials. They have been making plywood toys as a project lately.

Their workroom is equipped with a combination work bench and tool cabinet. Vises are clamped to the bench during sawing operations.

The youngsters make trellises, cutting boards and table mats for their parents and friends.

"The child learns to measure, count, visualize and calculate," Mrs. Campbell explains. "It also solved the problem of having something to do during recess when the weather is too bad to be out of doors."

The work bench cabinet was provided by the school and was designed and built by Mrs. Campbell's husband, a local contractor.

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### COMMUNITY EDUCATION STARTS ON KMOX-TV

"P.S. 4", one of the newest ventures into the field of community education at the high school level, has been started by KMOX-TV, CBS Owned Television station in St. Louis. The program is seen six times a week, 6:30-7:00 A.M., Monday thru Saturday.

The subjects taught, and the teachers participating are: Monday and Thursday, "How To Spell," Anne E. Price; Tuesday, "How To Write And Read," Kathleen A. Wall; Wednesday and Saturday, "How To Understand Government And Politics," David and Mary Waggoner; Friday, "How And What To Read," Dr. L. Virginia Holland.

The community education project was undertaken by Gene Wilkey, Vice President and General Manager of KMOX-TV and Dr. Philip J. Hickey, Superintendent of Instruction, Board of Education, City of St. Louis.

### M.U. TO BEGIN NEW GUIDANCE AND COUNSELING PROGRAM THIS FALL

The University of Missouri will help train new counselors and guidance personnel for secondary schools in the Midwest area during the full 1960-61 academic year under a substantial grant from the U. S. Government, it was announced recently by Dean Loran G. Townsend of the University's College of Education.

Teacher enrollees accepted for the institute from public secondary schools will receive stipends of \$75 a week plus \$15 a week for each dependent. Teachers from private secondary schools may also enroll in the institutes without tuition charge, but they will receive no stipends.

This program is somewhat different from the Summer Institute designed to improve the qualifications of secondary school counselors already engaged in that field. This new program is planned particularly to train other secondary teachers who desire to become counselors.

Teachers desiring to enroll should apply to Dr. Paul C. Polmantier, University of Missouri.

### REVISED EDITION OF MCKINNEY'S TEXT ON PSYCHOLOGY ISSUED

A new and completely revised edition of "Psychology of Personal Adjustment" by Dr. Fred McKinney, Professor of Psychology at the University of Missouri, has been published.

Dr. McKinney describes the new edition as almost an entirely new book. He says the material has been brought up to date and modified, continuing to feature a student-centered approach which deals not only with basic theoretical concepts, but also with their application to specific student problems.

This is the second revision of the

book which is published by John Wiley & Sons of New York. The text was first published in 1941 and the second edition was issued in 1949.

### RESIDENTIAL INSTITUTE FOR SCHOOL BOARDS SET

"Community Values—Visible and Invisible," a special three-day residential institute for school board members and their superintendents will be May 13, 14 and 15 at Wildwood Springs Resort at Steelville.

Faculty members of the Metropolitan School Board Residential Institute will be Marion Bunch, Professor and Chairman, Department of Psychology, Washington University; Joseph Passonneau, Dean, School of Architecture, Washington University; Adolph Unruh, Professor of Education and Director of the Summer School, Washington University; and James Whipple, Research Associate, Center for the Study of Liberal Education for Adults, Chicago.

Sponsors of the institute are co-operating school districts of the St. Louis suburban district, Missouri School Boards Association, National School Boards Association, St. Louis County Department of Instruction and Washington University.

For further information write: University College, Washington University, St. Louis 30, Mo.

### PRINCIPALS SPONSOR BOSSES NIGHT

Among the activities of the Central Area Elementary Principal's Association was the program held recently in Cape Girardeau featuring "Bosses Night."

More than 40 principals and their bosses were present to hear Senator Albert M. Spradling discuss the School Administrator's Role in School Financing. Also present for this meeting were State Representatives J. W. Wallace of Scott County and Clyde Whaley of Bollinger County.

Officers of the group for the year have been Ray G. Miller, Jr., Principal, Franklin School, Cape Girardeau, president and Mrs. Lyda Gibbs, secretary.

### Audio-Visual Workshop June 13-17

The seventh annual workshop in Audio-Visual Education at the Northeast Missouri State Teachers College will be held June 13-17.

Recent techniques now used in the field will be demonstrated during the workshop. Instruction in the use of various kinds of audio-visual equipment will be featured during the week.

Preview of films and filmstrips, as well as instruction on the operation of various machines, will be included in the week's program.

Top level audio-visual specialists of the nation are featured on the program each year. Mrs. Dorothy

Myers, teacher in the Jefferson City Public Schools and past president of DAVE (Mo.), will be on the campus during the entire week to help with this program. Many of the Kirksville educators will appear on this program during the week.

For further information, write to: Mr. Forest L. Crooks, Director of Bureau of Audio-Visual Education and Program Service, Northeast Missouri State Teachers College, Kirksville, Missouri.

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**119. Bulletin** giving preliminary plans for courses to be offered in the

## LADUE GERMAN STUDENT WINS FIRST IN CONTEST

John Vencill, a pupil of Mrs. Helen Weis, Horton Watkins High School at Ladue, was regional winner in the National German Contest for High School Students March 5 at Washington University.

The Missouri Chapter of the American Association of Teachers of German awarded him a copy of an anthology of German poetry. His test will now be entered in national competition in the same second year category.

1960 Summer Session of the University of Southern California. (University of Southern California)

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Muehlebach	\$8.50-\$15.00	\$11.00-\$16.00	\$14.00-\$18.00
New Yorker	\$5.50-\$12.00	\$ 8.00-\$14.00	\$ 9.50-\$14.00
Phillips	\$8.00-\$11.00	\$10.00-\$13.50	\$12.00-\$14.50
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**Eureka R-6:** \$500,000 to finance the building of three classroom additions at elementary schools, provide science and cafeteria equipment at new junior and senior high schools and acquire three new sites for elementary schools.

**Ray County R-7:** \$135,000 for the purchase of a 19-acre site for eight-classroom building and construction of the building, which also will include a kitchen, storage room, general office and health and teachers room. The bond also provides for furnishing the structure.

**Bunker:** \$48,000 issue to build six classrooms, a multipurpose room and cafeteria.

**Otterville:** \$60,000 to add two classrooms, complete two others and construct cafeteria and dressing rooms for physical education classes.

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Single copies are 50 cents; 2-9 copies, 45 cents each; 10 or more, 40 cents each. They may be ordered from the Department of Elementary School Principals or the National School Public Relations Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

# DEATHS

**W. R. RICE**, 75, superintendent of the Jasper system until 1951 died March 28 in Carthage. He went to Carthage high school in 1924 and remained as principal until 1942 when he became superintendent at Jasper.

**ADAH B. CRAVENS**, 87 a teacher in the Ray County schools 25 years until her retirement, died March 9 at Excelsior Springs.

**MAYBELLE M. MILLER**, 82, a retired Kansas City schoolteacher, died February 26 in her apartment in Kansas City. She was a member of the Paseo High School staff when it opened in September, 1926. She also taught at Westport High School.

**HUBERT S. CURLIN**, 62, a teacher for 30 years until his retirement in 1948, died March 5 in Springfield. He had taught in Dallas County and served as superintendent at both Tunas and Urbana.

**KATE BRENT**, 80, a teacher for many years in schools in St. Louis and St. Francois counties, died February 29 at Farmington.

**RALPH BALLIN**, 57, English teacher and former athletic director at Cleveland High School in St. Louis, died March 8 in St. Louis while driving to school. Death was attributed to a heart attack.

**MRS. EVA VESTA KINCAID**, 51, a schoolteacher in the Raytown school system, died February 27 at Harrisonville. She had been a teacher 13 years.

**HUGH CLOUD**, 53, teacher in the Humphreys High School and former instructor in Green City R-1 School, died of a heart attack March 3 at Humphreys.

**R. W. STAGNER**, 67, formerly superintendent at Moorsville until his retirement in 1959, died at his home in Hamilton, March 24. Mr. Stagner was in the profession for 40 years.

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